

**APHIS**  
**Fiscal Years 2005 - 2006**  
**Federal Equal Opportunity Recruitment Program Plan**  
**And**  
**Fiscal Year 2005**  
**FEORP Accomplishment Report**

**ANNUAL FEDERAL EQUAL OPPORTUNITY RECRUITMENT PROGRAM (FEORP)  
PLAN CERTIFICATION-FISCAL YEAR 2005**

Please type or print clearly and return this sheet with original signature to:

Suzy Barker, Manager, Recruiting, Examining, and Assessment Group  
Center for Talent and Capacity Policy  
U.S. Office of Personnel Management  
1900 E Street, NW, Room 4500  
Washington, DC 20415-9800

A. Name and Address of Agency

**Animal and Plant Health Inspection Service  
1400 Independence Avenue, SW  
Room 1137-South Building  
Washington, DC 20250**

B. Name and Title of Designated FEORP Official (Include address, if different from above, and telephone and FAX numbers.)

**Anna P. Grayson  
Director, Civil Rights Enforcement and Compliance  
(202) 720-6312 – Office  
(202) 720-2365 – FAX**

C. Name and Title of Contact Person (Include address, if different from above, and telephone and FAX numbers.)

**Njeri Kumiwa Mwalimu  
Deputy Director, Civil Rights Enforcement and Compliance  
(202) 720-7830 – Office**

**Certification:**

I certify that the above named agency: (1) has a current Federal Equal Opportunity Recruitment Program (FEORP) plan and the program is being implemented as required by Public Law 95-454 and subsequent regulations and guidance issued by the Office of Personnel Management; (2) that all field offices or installations having less than 500 employees are covered by a FEORP plan; (3) that all field offices or installations having 500 or more employees are covered either by this plan or by a local plan; and (4) that such plans are available upon request from field or installations.

**SIGNATURE:** *Njeri Kumiwa Mwalimu*

**DATE:** October 7, 2005

(OPM Form 1508 (Rev. 9/85))

**APHIS**  
**Fiscal Years 2005 - 2006**  
**FEORP Plan**

**NUMBER OF EMPLOYEES NEEDED TO REACH PARITY WITH THE  
CIVILIAN LABOR FORCE IN EACH PATCO CATEGORY**

*Under-representation exists, for a number of EEO groups in the Professional, Administrative, Technical, Clerical, Other and Wage Grade categories. To be in line with the Civilian Labor Force, the number of employees needed to reach parity in each PATCO category are as follows:*

**Percentage Needed to Reach Parity by Race and Gender**

PATCO CATEGORY	WF	BM	BF	HM	HF	AM	AF	NAM	NAF
Professional	600	79	53	159	73	114	36	8	8
CLF %	<b>30.3</b>	<b>2.4</b>	<b>3.2</b>	<b>2.1</b>	<b>1.4</b>	<b>3.5</b>	<b>1.9</b>	<b>.2</b>	<b>.2</b>
% Needed to reach parity	<b>7.6</b>		<b>1.2</b>				<b>.5</b>		
Administrative	516	44	148	35	18	7	15	4	4
CLF %	<b>40.4</b>	<b>3.6</b>	<b>5.3</b>	<b>2.6</b>	<b>2.6</b>	<b>1.4</b>	<b>1.4</b>	<b>.3</b>	<b>.3</b>
% Needed to reach parity					<b>1.1</b>	<b>.8</b>	<b>.1</b>		
Technical	958	73	140	251	123	256	89	15	15
CLF %	<b>42.9</b>	<b>3.6</b>	<b>6.6</b>	<b>3.2</b>	<b>3.4</b>	<b>1.9</b>	<b>1.6</b>	<b>.4</b>	<b>.4</b>
% Needed to reach parity	<b>15.3</b>	<b>1.5</b>	<b>2.6</b>						
Clerical	270	18	83	20	37	5	14	2	1
CLF %	<b>63.4</b>	<b>2.8</b>	<b>9.6</b>	<b>1.7</b>	<b>5.2</b>	<b>.8</b>	<b>1.9</b>	<b>.1</b>	<b>.5</b>
% Needed to reach parity	<b>10.4</b>								<b>.3</b>
Other	28	11	8	4	3	1	3	0	0
CLF %	<b>11.2</b>	<b>9.7</b>	<b>3.2</b>	<b>4.8</b>	<b>1.0</b>	<b>1.2</b>	<b>.3</b>	<b>.9</b>	<b>.2</b>
% Needed to reach parity								<b>.9</b>	<b>.2</b>
Wage	35	14	9	90	42	25	5	1	3
CLF %	<b>9.8</b>	<b>9.1</b>	<b>2.2</b>	<b>8.7</b>	<b>1.5</b>	<b>1.7</b>	<b>.5</b>	<b>.8</b>	<b>.2</b>
% Needed to reach parity		<b>5.0</b>						<b>.5</b>	

*Under-representation is determined by comparing the percent of representation in APHIS with percent in the same category of employment in the Civilian Labor Force.*

# Animal and Plant Health Inspection Service

## Fiscal Years 2005-2006

### Federal Equal Opportunity Recruitment Program Plan

Generally, hiring and promotion activity has not resulted in the reduction of under-representation of minorities, women and people with disabilities.

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**OBJECTIVE:**            **To address under-representation through both internal movement and external recruitment.**

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Action Items	Responsible Official(s)	Target Date
1. Train all recruiters by enhancing interpersonal skills and increasing cultural sensitivity.	Human Resources	Fiscal Years 2005-2006
2. Advertise, where appropriate, positions as multi-graded; for example GS 7/9/11 or GS 11/12/13, wherever underrepresentation exists.	Human Resources Managers/Supervisors	Fiscal Years 2005-2006
3. Examine the automative system established for identifying applicants prior to interviews and/or job fairs.	Human Resources	Fiscal Years 2005-2006
4. Restructure positions vacated through attrition to allow for recruitment at lower levels.	Managers/Supervisors	Fiscal Years 2005-2006
5. Focus on internal recruitment, using a variety of staffing techniques, such as expansion of the Career Enhancement Program, and IPA agreements.	Human Resources Managers/Supervisors	Fiscal Years 2005-2006
6. Utilize recruitment strategies that have the best track record of attracting qualified members of the underrepresented groups.	Human Resources Managers/Supervisors	Fiscal Years 2005-2006
7. Broaden the "Area of Consideration" on vacancy announcements to attract employees of underrepresented groups when sufficient numbers of the groups do not exist internally.	Human Resources Managers/Supervisors	Fiscal Years 2005-2006
8. Ensure that diverse representation exists among all recruitment teams.	Human Resources	Fiscal Years 2005-2006
9. Ensure that Individual Development Plans or Learning Contracts are in place and implemented by each program unit for their employees.	Human Resources Managers/Supervisors	Fiscal Years 2005-2006
10. Develop or modify recruitment and retention packages for Supervisors and Team Leaders.	Human Resources	Fiscal Years 2005-2006

Generally, hiring and promotion activity has not resulted in the reduction of under-representation of minorities, women and people with disabilities.

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**OBJECTIVE:**            **To address under-representation through both internal movement and external recruitment.**

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<b>Action Items</b>	<b>Responsible Official(s)</b>	<b>Target Date</b>
11. Provide information and training to managers and employees on subjects such as the operation of merit promotion plans, qualification requirements for various career ladders, methods of obtaining qualifications, and opportunities for alternate entry into various occupations.	Human Resources	Fiscal Years 2005-2006
12. Participate in career and job fairs, career days at high school and colleges to fill actual vacancies.	Human Resources Managers/Supervisors	Fiscal Years 2005-2006
13. Coordinate recruitment efforts within the Agency where appropriate to obtain maximum effectiveness and efficiency.	Human Resources	Fiscal Years 2005-2006
14. When paid advertising is used for recruitment ensure that minority media is included.	Human Resources	Fiscal Years 2005-2006
15. Monitor recruitment and hiring statistics to determine if more women and minorities are hired in occupational series where underrepresentation exists.	CREC	Fiscal Years 2005-2006
16. Review EEO work force profile provided by the CREC staff on underrepresentation by race, gender, grade level and occupational series.	Managers/Supervisors	Fiscal Years 2005-2006

### **Accomplishments**

1. APHIS continues to advertise where appropriate, positions as multi-graded wherever under-representation exists.
2. APHIS continues to actively participate in the Career Intern Program. APHIS serves as the MRP Career Intern Program Coordinator. MRP has developed the program policies and procedures (SOP) for implementation of the Career Intern Program in MRP.
3. APHIS continues to broaden the "Area of Consideration" on vacancy announcements to attract employees of underrepresented groups. Vacancy announcements are distributed to HBCUs, HSIs and TCUs.
4. APHIS developed a Federal Agency Annual EEO Program Status Report required by the Equal Employment Opportunity Commission Management Directive 715 (MD-715). This report gives a snapshot view of APHIS' progress in the implementation of the six essential elements of a model EEO Program.
5. APHIS continues to participate in career and job fairs, career days at high school and colleges to fill actual vacancies.

## Accomplishments (cont'd)

6. APHIS in conjunction with MRP continues an effective relationship with the Employer Assistance Referral Network (EARN) to increase representation of people with disabilities.
7. APHIS exceeds the total number of new hires for persons with disabilities. In FY 2005, APHIS hired **63** employees with reported disabilities and **6** employees with targeted disabilities.
8. APHIS continues to promote the Civil Rights Information Academy (CRIA). The purpose of the Academy is to educate managers, supervisors, and employees on civil rights and equal employment opportunity programs managed by Civil Rights Enforcement and Compliance; outline the laws, rules and regulations governing these programs, answer program related questions and address general issues and concerns. The briefings are interactive and cover Title VII Employment, Title VI Program Delivery, Section 504 of the Rehabilitation Act (Disability), and other Civil Rights Program requirements. In FY 2005, APHIS conducted **13** CRIA briefings.

**Hispanic Employment Initiative: Nine Point Plan**  
**To reverse the under representation of Hispanic employees in senior level positions.**

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**OBJECTIVE:**           **To increase the representation of Hispanics in decision making positions.**

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<b>Action Items</b>	<b>Responsible Official(s)</b>	<b>Target Date</b>
1. Establish an internal Affirmative Employment Mentoring Program to encourage and motivate people to pursue higher education and careers in APHIS.	CREC	Fiscal Years 2005-2006
2. Promote the participation of Hispanics in Leadership Development Programs.	Managers/Supervisors	Fiscal Years 2005-2006
3. Develop recruitment strategies to increase the representation of Hispanics in mid and senior levels.	Human Resources CREC SEPMs	Fiscal Years 2005-2006
4. Utilize Student Employment Programs to identify job opportunities for Hispanic Students.	Human Resources Managers/Supervisors	Fiscal Years 2005-2006
5. Analyze Hispanic representation in APHIS' workforce to identify targeted recruitment strategies.	Human Resources CREC	Fiscal Years 2005-2006
6. Communicate with HACU college and university officials and express a desire to hire graduates.	Human Resources Managers/Supervisors	Fiscal Years 2005-2006
7. Utilize established co-op education appointments with colleges and universities with high Hispanic enrollments.	Human Resources Managers/Supervisors	Fiscal Years 2005-2006
8. Participate in career days, job fairs, conferences, and community activities primarily by Hispanics.	Human Resources Managers/Supervisors SEPMs	Fiscal Years 2005-2006
9. Implement the White House Initiative on Educational Excellence for Hispanic Americans.	Human Resources	Fiscal Years 2005-2005
10. Utilize the Presidential Management Intern (PMI) Program for recruiting, converting and advancing minority students.	Human Resources	Fiscal Years 2005-2006
11. Encourage participation in the HACU National Internship Program.	Human Resources	Fiscal Years 2005-2006
12. Establish and distribute directives to managers, supervisors, and employees outlining the HSI programs.	CREC	Fiscal Years 2005-2006
13. Prepare annual reports of APHIS participation in special student programs and initiatives.	CREC	Fiscal Years 2005-2006
14. Provide data and information to the Administrator's Management Team on the progress of participants in the Scholar's Program.	CREC	Fiscal Years 2005-2006



## Accomplishments

1. APHIS management continues to support the White House Initiative on Education Excellence for Hispanic Americans. Accountability and expectations are communicated to managers and supervisors during performance evaluations, annual meetings, and work conferences.
2. APHIS saturates various Hispanic communities with employment information by attending numerous career fairs at Hispanic Serving Institutions throughout the U.S. and Puerto Rico. APHIS has provided employment information to the following organizations:  
  
Texas A&M University  
LULAC (League of United Latin American Citizens Annual Convention)  
New Mexico State University  
University of Nebraska  
Kansas State University  
Arizona State University
3. The Presidential Management Intern (PMI) Program is continually being marketed to managers and selecting officials as an excellent hiring option in APHIS.
4. APHIS continues to participate in the various summer intern programs and offers selected students employment during the summer. APHIS has used full range of appointments available under the student employment programs.
5. APHIS employees participate in school mentoring programs through the “Partnership-In-Education” program. APHIS continues to partner with schools with a high Hispanic student population to participate in the annual Essay Contest which offers summer employment to the winning students.
6. APHIS maintains an agency wide network of collateral duty Hispanic Employment Program Managers (HEPMs). Currently in FY 2005, APHIS has a total of **15** part-time or collateral duty HEPM’s.
7. APHIS continues to encourage all selecting officials to use all available resources to promote Hispanic candidates to management positions. There were a total of **97** promotions including management positions.
8. APHIS continues its investment in and enhanced the ongoing partnership with four Centers of Excellence on 1890 Land Grant Universities’ campuses. The Agency continues its support of the various initiatives generated through collaborative efforts of mutual interest with Tuskegee, Lincoln, and Florida A&M Universities, and APHIS’ strategic goals and objectives.
9. APHIS continues to be the forerunner in the Department for providing experiential leading opportunities for student employees. APHIS employed **4** Native American students under the Washington Intern for Native Students (WINS) Program, **3** students under the Hispanic Association of Colleges and Universities (HACU) initiative, and **17** college students under the Student Career Experience Program (SCEP) of which, **12** are 1890 National Scholars and **312** students under the Student Temporary Employment Program (STEP).
10. APHIS has provided support and exemplified commitment for the partnership between USDA and the 1890 Land Grant Universities. The Agency continued it’s funding of scholarship awards for **12** continuing National Scholars.

**APHIS**  
**Fiscal Year 2005**  
**FEORP Accomplishment Report**

## ***APHIS FEORP Accomplishments – FY 2005***

**DIVERSITY AT THE SENIOR LEVEL** - Achieving, maintaining, and managing diversity at all levels is a continuous goal of the APHIS Administrator. The APHIS Management Team reflects the diversity of the agency and the Nation, and includes the Administrator, Associate and Deputy Administrators and Associates, Directors, and Deputy Directors both Headquarters and Field. More specifically, the APHIS senior management team includes 19 White Males; 5 White Females; 3 Hispanic Males; 1 Hispanic Female; 2 African American Males; 1 African American Female; and 1 Asian/Pacific American Male.

In FY 2005, the total number of permanent employees increased a net of **385** from **7,822** employees in FY 2004 to **8,207** employees in FY 2005. The total number of women in FY 2005 increased to **3,338** or **40.7%** compared to **3,148** or **40.2%** in FY 2004. Minorities represented **2,166** or 26.4% of the total workforce in FY 2005 compared to 2,043 or 26.1% in FY 2004.

**Comparison of Fiscal Years 2005 and 2004**

<b>Fiscal Year</b>	<b>WM</b>	<b>WF</b>	<b>BM</b>	<b>BF</b>	<b>HM</b>	<b>HF</b>	<b>AM</b>	<b>AF</b>	<b>NAM</b>	<b>NAF</b>	<b>TOTAL</b>
<b>FY 2005</b>	3632	2407	239	441	559	296	408	162	30	31	<b>8207</b>
<b>FY 2004</b>	3485	2292	221	396	539	284	397	146	31	29	<b>7822</b>
<b>NET CHANGE</b>	<b>+147</b>	<b>+115</b>	<b>+18</b>	<b>+45</b>	<b>+20</b>	<b>+12</b>	<b>+11</b>	<b>+16</b>	<b>-1</b>	<b>+2</b>	<b>+385</b>

### **SPECIAL PROGRAMS**

During FY 2005, APHIS hired 336 students under various student employment programs. The specific numbers of hires for each program are as follows:

- Washington Internships for Native Americans (4 students);
- Hispanic Association of Colleges and Universities (3 students);
- Student Temporary and Career Experience Programs (317 students, including rehires); and
- 9 returning 1890 National Scholars and 3 new 1890 National Scholars.

APHIS spent \$35,100 for the 3 HACU students and \$38,000 for the 4 WINS students. The funds were used for salaries, housing, transportation, and university credits through a Cooperative Agreement with HACU and American University, respectively.

**HUMAN CAPITAL UPDATE:** APHIS developed an EEO Program Status report as required by the EEOC Management Directive 715. The report includes effective strategies for improving diversity. This report is posted on the CREC website [www.aphis.usda.gov/oa/crec](http://www.aphis.usda.gov/oa/crec).

APHIS Human Capital factors have been successfully incorporated into the APHIS Strategic Plan. One of the strategic mission priorities is devoted to the appreciation and investment in APHIS employees. The APHIS 2005-2007 Human Capital Plan is posted on [usda.gov/planning/mrphc:/aphis](http://usda.gov/planning/mrphc:/aphis).

Underrepresentation is assessed at all levels of the organization. In order to reduce the underrepresentation of African Americans and Native Americans in several mission occupations, APHIS develops and participates in special programs and initiatives that will result in improving diversity.

**NATIONAL SCHOLAR TUITION COSTS:** APHIS selected three new Scholars during FY 2005, one black male pursuing an Agricultural Business degree at Alcorn State University; one black female pursuing an Animal Science degree at University of Maryland – Eastern Shore, and one black female pursuing an Animal Science degree at Tuskegee University. During 2005, we expended more than \$85,000 in tuition for 12 Scholars.

- North Carolina A&T (3)
- Fort Valley State (1)
- Alcorn State (2)
- University of Maryland Eastern Shore (2)
- Florida A&M University (1)
- University of Arkansas – Pine Bluff (1)
- Lincoln University (1)
- Tuskegee University (1)

**TEMPORARY HOUSING FOR STUDENT EMPLOYEES:** APHIS leased a total of three apartments for student interns across USDA at a cost of \$36,283.20. The 3-USDA agencies shared the prorated cost of \$3,104 per student for the summer period. Temporary summer housing was also provided for summer interns in the field. Each field location made its own arrangements.

**USDA LIAISON SUPPORT OUTREACH:** APHIS' projected prorated share of the costs to support the outreach and educational programs is as follows:

- **1890 Agricultural Liaison Program and Initiatives** (\$1,266,462) – Provides support to Agricultural Liaison offices at each of the 18 Land Grant Institutions.

**APHIS 1890 CENTERS OF EXCELLENCE:** In FY 05, APHIS continues to fund the 1890 Centers of Excellence at the Lincoln University (\$78,469), Tuskegee University ((\$200,000)), and Florida A&M University (\$200,000).

**2005 TEACHING EDUCATORS AGRICULTURE and CONSERVATION**

**HOLISTICALLY (TEACH) PROGRAM:** APHIS sponsored three slots (\$6,000 total) to support the 2005 Teaching Educators Agriculture and Conservation Holistically (TEACH), a global agricultural literacy program targeting schools with large minority populations.

**AG-DISCOVERY PROGRAM:** APHIS implemented several internal and external approaches to enhance service delivery, increase program awareness, and attempt to reach underrepresented groups. This includes funding of programs specifically designed to reach persons who have not traditionally participating in programs or activities related to the APHIS mission.

Each APHIS program unit is tasked to undertake activities to reach the broadest possible scope of beneficiaries and potential beneficiaries. An Outreach Coordinator is designated in each program area to monitor and report on those outreach efforts. At the end of the fiscal year, an agency-wide accounting of outreach activities is prepared.

Results: During FY2005, APHIS sponsored a three-week Ag-Discovery at both Florida A&M University and Alcorn State University. Total expenditures of \$72,000 funded the programs via cooperative agreements. Over 500 brochures were mailed to schools in the surrounding areas of each university. A total of 32 students were selected to participate in the programs. Students participated in hands-on labs, workshops and field trips while living on campus.

**MARTIN LUTHER KING, JR. EDUCATIONAL CONTEST:** The Martin Luther King, Jr. Educational Contest is designed to inspire students to reflect on the life of Dr. King and share their thoughts and insights in either essay or pictorial format. They use either the yearly theme from the King Center or the current Black History Month theme as the basis for their entry. Each year APHIS sponsors the contest with four participating schools in the Washington DC area. The students compose an essay or pictorial format to share their thoughts and insights on a yearly theme. First, second and third place winners who are seniors were offered summer employment with APHIS. In FY2005, six students were hired for summer employment.

FEDERAL EQUAL EMPLOYMENT OPPORTUNITY PROGRAM  
PARTICIPANTS IN FORMAL AGENCY CAREER DEVELOPMENT PROGRAMS

<i>RNO and GENDER</i>	<i>GS 13-15 (Number &amp; Percent)</i>	<i>Senior Pay (Number &amp; Percent)</i>
Overall Total	<b>50</b>	
Total Men	<b>37</b>	
Total Women	<b>13</b>	
Total Blacks	<b>3</b>	
Black Men	<b>0</b>	
Black Women	<b>3</b>	
Total Hispanic	<b>1</b>	
Hispanic Men	<b>1</b>	
Hispanic Women	<b>0</b>	
Total Asian/Pacific Islanders	<b>0</b>	
Asian/Pacific Islander Men	<b>0</b>	
Asian/Pacific Islander Women	<b>0</b>	
Total Native Americans	<b>0</b>	
Native American Men	<b>0</b>	
Native American Women	<b>0</b>	

FEDERAL EQUAL EMPLOYMENT OPPORTUNITY PROGRAM  
PARTICIPANTS IN FORMAL GOVERNMENTWIDE CAREER DEVELOPMENT PROGRAMS\*

<i>RNO and GENDER</i>	<i>GS 13-15 (Number &amp; Percent)</i>	<i>Senior Pay (Number &amp; Percent)</i>
Overall Total		
Total Men		
Total Women		
Total Blacks		
Black Men		
Black Women		
Total Hispanic		
Hispanic Men		
Hispanic Women		
Total Asian/Pacific Islanders		
Asian/Pacific Islander Men		
Asian/Pacific Islander Women		
Total Native Americans		
Native American Men		
Native American Women		

\* Information unavailable from Human Resources

FEDERAL EQUAL EMPLOYMENT OPPORTUNITY PROGRAM  
PARTICIPANTS IN FORMAL GOVERNMENTWIDE CAREER DEVELOPMENT PROGRAMS\*

<i>RNO and GENDER</i>	<i>GS 1-4 (Number &amp; Percent)</i>	<i>GS 5-8 (Number &amp; Percent)</i>	<i>GS 9-12 (Number &amp; Percent)</i>
Overall Total			
Total Men			
Total Women			
Total Blacks			
Black Men			
Black Women			
Total Hispanic			
Hispanic Men			
Hispanic Women			
Total Asian/Pacific Islanders			
Asian/Pacific Islander Men			
Asian/Pacific Islander Women			
Total Native Americans			
Native American Men			
Native American Women			

\* Information unavailable from Human Resources